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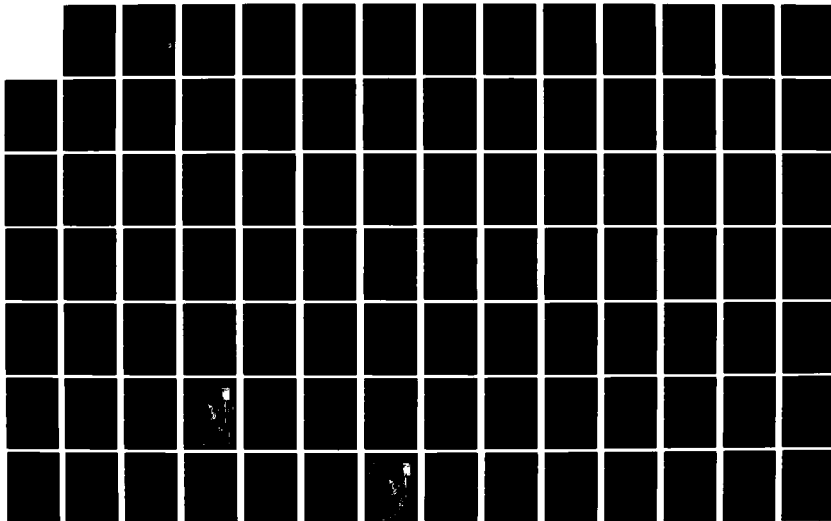
JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS 75B  
PERSONNEL ADMINISTRATIO. (U) DEFENSE LANGUAGE INST  
LACKLAND AFB TX ENGLISH LANGUAGE CENTER. 22 MAY 79

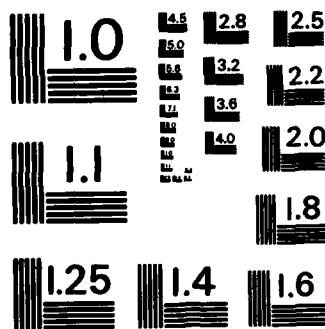
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JOB LANGUAGE PERFORMANCE REQUIREMENTS

FOR 75B

MOS

PERSONNEL ADMINISTRATION SPECIALIST

REFERENCE SOLDIER'S MANUAL DATED

22 May 1979

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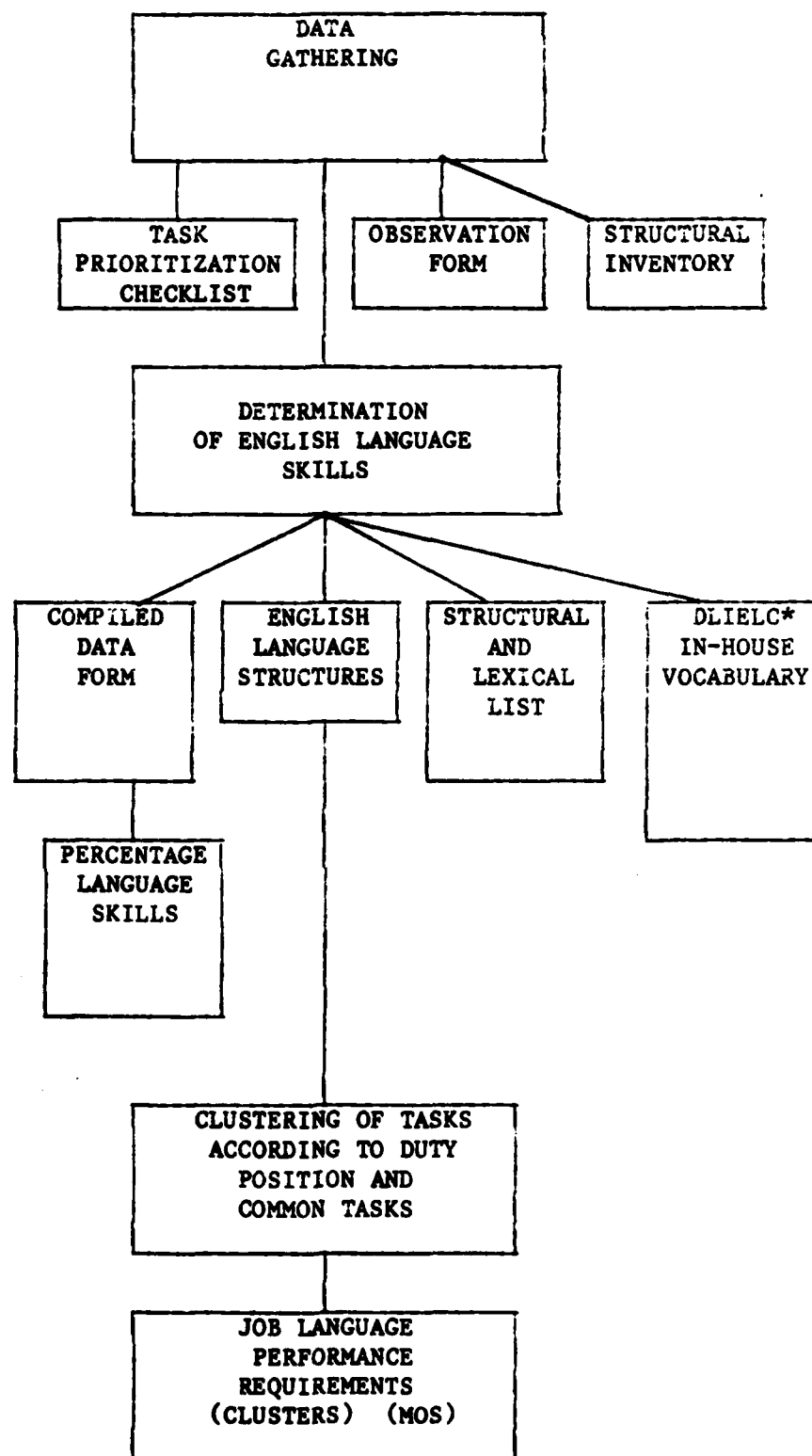


FIGURE 1

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REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER	2. GOVT ACCESSION NO. <b>AD-A121097</b>	3. RECIPIENT'S CATALOG NUMBER
4. TITLE (and Subtitle) Job Language Performance Requirements (JLPR) for Pre-BT Extended Course  <b>mos 75B</b>		5. TYPE OF REPORT & PERIOD COVERED <b>Final</b>
7. AUTHOR(s) Defense Language Institute-English Language Center		6. PERFORMING ORG. REPORT NUMBER
9. PERFORMING ORGANIZATION NAME AND ADDRESS Defense Language Institute-English Language Center ATTN: DLIELC-LEACA Lackland Air Force Base, TX 78236		8. CONTRACT OR GRANT NUMBER(s)
11. CONTROLLING OFFICE NAME AND ADDRESS		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) Training Developments Institute ATTN: ATTG-DOR Fort Monroe, VA 23651		12. REPORT DATE <b>081 1982</b>
		13. NUMBER OF PAGES <b>134</b>
		15. SECURITY CLASS. (of this report) <b>UNCLASSIFIED</b>
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE
16. DISTRIBUTION STATEMENT (of this Report)  Approved for public release; distribution unlimited.		
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)		
18. SUPPLEMENTARY NOTES		
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Job Language Performance Requirements (JLPR)      Task Inventory Lexical Analysis      Common Tasks Structural Analysis      Listening English Language Skills      Speaking Task Prioritization Checklist      Reading		
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) The Job Language Performance Requirements (JLPR) study was conducted to determine language tasks the soldier must do in studying/performing job tasks. The language skills (listening, reading, writing, speaking) required to learn each Army job task were identified, conditions studied and standards determined. The data that generated the JLPR is identified.		

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## PREFACE

### INSTRUCTIONS FOR REVIEW OF JOB LANGUAGE PERFORMANCE REQUIREMENTS

This report is organized in six main sections. Sections I-IV discuss methods, forms and rationale for gathering, organizing and analyzing research data used to develop Job Language Performance Requirements (JLPR). Please look through these sections to get a general understanding of the background underlying the JLPR. Sections V and VI are the major substantive portions of the analysis. They are the results of the analysis and constitute the basis for development of any MOS-oriented English language materials. Section V contains the JLPR by cluster/topic, while Section VI contains the JLPR covering the entire range of clusters/topics.

The appendices, one through eight, contain all the information used to determine the Job Language Performance Requirements. Please write any suggestions or changes directly on the document or attach additional notes, if necessary.

The points covered in the six major sections are supported in greater detail in eight appendices. Below is an overview of these appendices.

Appendix one contains the Task Prioritization Checklist. It was taken to the field to collect the raw data. This form was approved for use by the Department of the Army.

Appendix two contains the Task Inventory Compiled Data Form. It was used to organize data from Unit and AIT respondents.

Appendix three defines the language skills by percentage. This form includes computations of language skills for each task cluster.

Appendix four contains the Observation Form used in the recording of types of listening and speaking skills required, as seen by observers, in the learning and performing of a task. The variety of environmental situations is also included on this form.

Appendix five contains the final list of structural and lexical items found through data gathering and organization.

Appendix six contains the DLIELC in-house vocabulary list. This is a task by task listing of the vocabulary extracted from the Soldier's Manual.



Appendix seven contains the machine-generated vocabulary for this MOS prepared by the United States Army Training and Doctrine Command (TRADOC), Fort Monroe, Virginia.

Appendix eight contains the list of structural and lexical items requisite to this MOS.

Thank you for your cooperation. It is greatly appreciated.



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## SECTION I

### DATA GATHERING

#### INTRODUCTION

This section discusses the procedures and forms in the gathering of data used to determine the Job Language Performance Requirements for this MOS.

## SECTION I: DATA GATHERING

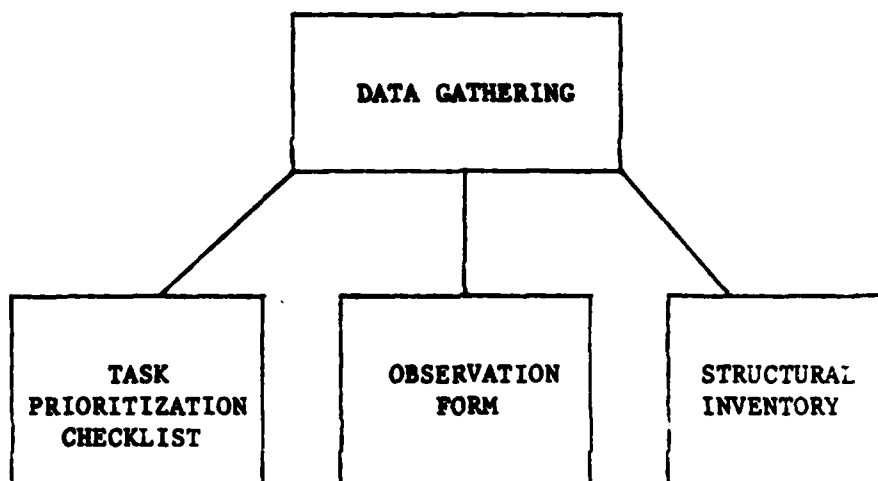


FIGURE 2

In order to establish Job Language Performance Requirements for this MOS the curriculum development specialists at the Defense Language Institute English Language Center (DLIELC) analyzed the current learning and working situations, and individual tasks. The goal was to collect data which would help identify the Job Language Performance Requirements pertinent to this MOS.

To conduct this analysis, training specialists visited the AIT School and Unit cadre. Interviews were conducted using a Task Prioritization Checklist, (Appendix 1). For each task, first-line supervisors answered the following questions:

1. Is the task taught?
2. How is the task taught?
3. Is the task tested?
4. How is the task tested?
5. How important are speaking, listening, reading and writing in learning and performing the task?
6. What are the results of poor performance in performing the task.

Additional data were gathered through use of an Observation Form and an analysis of language structures in the Soldier's Manual for this MOS.

The Observation Form (Appendix 4) was used to record actual observations of the learning situations, populations, tasks, and language.

The lexical and structural analysis was done by a panel of language specialists who first listed all structures found in the Soldier's Manual for this MOS and then all structures, standard and non-standard, noted on the Observation Forms for all vocabulary from the Soldier's Manual. All lists were then combined into an overall lexical and structural inventory.

**SUMMARY/CONCLUSION:**

The tools for data gathering were:

1. The Task Prioritization Checklist (Appendix 1)
2. The Task Inventory Compiled Data Form (Appendix 2)
3. The Observation Form (Appendix 4)
4. A Structural and Lexical Inventory (consisting of rough drafts of all vocabulary and structures in this MOS).

These tools were used to form the data pool from which the Job Language Requirements were determined.

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## SECTION II

### DETERMINATION OF ENGLISH LANGUAGE SKILLS

#### INTRODUCTION

This section discusses the organization of the raw data into information used to determine the English language skills pertinent to this MOS.

## SECTION II: DETERMINATION OF ENGLISH LANGUAGE SKILLS

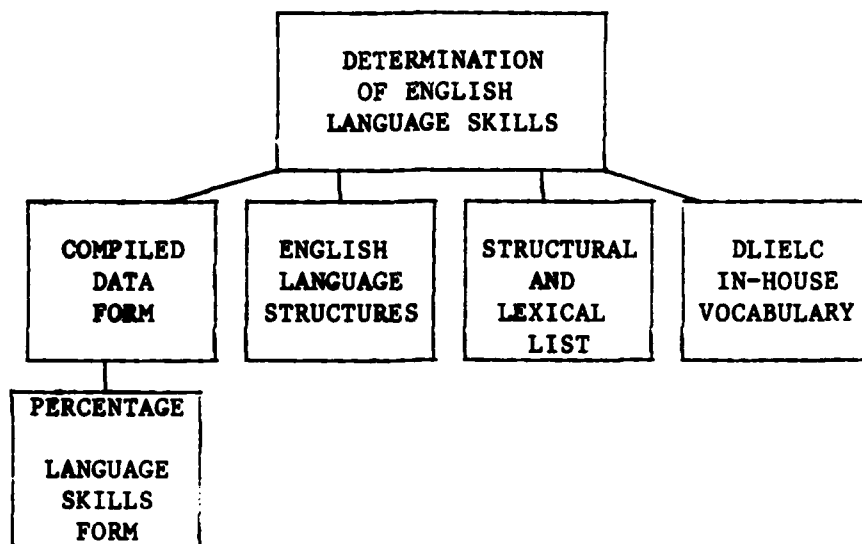


FIGURE 3

The raw data collected as described in Section II above was used to determine the English Language skills which the soldier must learn to learn and perform the task. The Compiled Data Form, Appendix 2, was used to organize the observation and analysis data. Selected information from the Task Prioritization Checklist was recorded directly on this form. Specifically three variables were used to determine the language skills involved. They were:

1. Methods of teaching.
2. Methods of testing.
3. The actual respondents' ratings of the four English language skills.

From each of the three variables the following skills were determined:

VARIABLE	ENGLISH LANGUAGE SKILLS
Methods of Teaching demonstration lecture hands on self-paced	listening, listening, writing listening reading, writing

Methods of Testing performance oral written	listening speaking writing, reading
Rating of English Language Skills listening speaking reading writing	*a response of 2 or 3 on a scale of 1 to 3 was tallied  a response of 1, 2, or 3 on a scale of 1 to 5 was tallied

\*See A1

In order to determine the relations of the various skills in the MOS, data from the three variables were tallied on the Percentage Language Skills Form. An average was then found using the following formula:

$$TR \div TxVxR = \% \text{ of use}$$

T = total number of tasks per cluster

V = language skill variable per cluster\*\*

R = maximum number of respondents in any task in that cluster

TR = total tally of responses per task per skill

% of use = use of the language skill in the task

Percentages found in this MOS were:

Listening	57%
Speaking	28%
Reading	28%
Writing	28%

As shown by the figures, listening is the most important skill in this MOS. However, in particular duty sections, percentages varied. Appendix 3, the Percentage Language Skills Form, shows the actual skill percentages in each duty position.

\*\*See A3

Organization of structural and lexical items was done by comparing a structural and lexical list extracted from the Soldier's Manual with a structural inventory list extracted from ALC (American Language Center) materials through Volume 2400, at the end of which a trainee is normally qualified for Specialized English Technical Terminology training. By comparing the lists redundancies were eliminated, leaving the final list of structural and lexical items indicated by grammatical title in Appendix 5.

#### SUMMARY/CONCLUSION:

Organization of the data included the recording of responses on the Task Inventory Compiled Data Form, use of the Percentage Language Skills Form, and the DLIELC in-house structural analysis list. Skills were analyzed by duty section. The actual lexical items in this MOS were grouped and listed task by task. This information was then used to determine the specific Job Language Performance Requirements.



### SECTION III

#### CLUSTERING OF COMMON AND DUTY POSITION TASKS

##### INTRODUCTION

Due to the overlapping of certain elements among the various MOS, tasks were clustered in order to prevent duplication of effort for each MOS.

This section contains a listing of the clusters for this MOS.

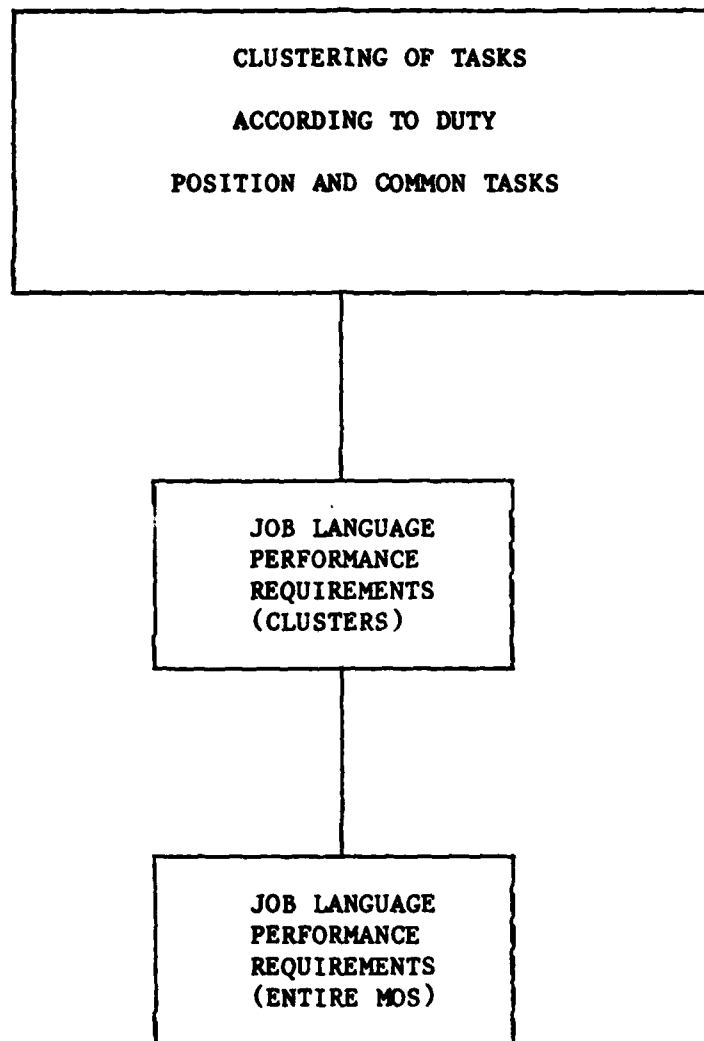


FIGURE 4

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### SECTION III: CLUSTERING OF COMMON AND DUTY POSITION TASKS

Clustering was done by using the common and duty position tasks in the Soldier's Manual.

The following clusters are in this MOS:

1. FIRST AID
2. NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS
3. INDIVIDUAL FITNESS
4. SECURITY AND INTELLIGENCE
5. LAND NAVIGATION
6. M16A1 RIFLE
7. GRENADES
8. LEADERSHIP
9. TYPING
10. FILING
11. PROCESSING

## SECTION IV

### JOB LANGUAGE PERFORMANCE REQUIREMENTS

#### INTRODUCTION

This section discusses the format for the Job Language Performance Requirements.

#### SECTION IV: JOB LANGUAGE PERFORMANCE REQUIREMENTS

The format for the Job Language Performance Requirements is:

TASK:  
CONDITION:  
STANDARD:

##### A: TASK

The Job Language Performance Requirements state the language tasks the soldier must do in studying/performing specific MOS job tasks. A task addressing language would be one of reading, listening, speaking or writing. Job tasks, as seen in the Soldier's Manual, are those which pertain to the soldiers duties. To write these as language tasks required the following explanations of what the soldier would speak, read, listen and write. Below are the kinds of explanations that had to be made in this MOS.

##### SPEAKING

Produces oral utterances to report/inform/explain/elicite response/respond.

Analysis of this MOS indicates verbal reports entailing those activities directly related to the soldiers job tasks.

The speaking act to respond or elicit response in this MOS is an oral response to a command or visual signal.

Speaking to explain involves situations of instruction in any training situation.

Speaking to inform involves producing oral utterances to communicate necessary information.

##### READING

Read for information/to learn.

Printed and written materials are used throughout this MOS. The soldier is expected to read technical manuals, fields manuals, soldier's manual, written communication and audio-visual aids. Content of these materials is presented in formats and styles ranging from simple factual words or sentences to complex passages containing highly technical vocabulary, often with ellipsis. The purpose is to teach the student, so the student reads them to learn. Reading to learn involves reading names, attributes, information, procedures, explanations of how systems work, concepts, vocabulary terms, and definitions which are committed to short or long term memory for immediate or later recognition.

Basically, the soldier will use these reading materials to supplement what is stated in a lecture by integrating the information from the different texts or written communiques into his understanding of the previous lecture.

The soldier must develop the ability to understand the words in context, to read in thought units, and then select and understand the main ideas. The soldier must retain, apply, and integrate these ideas with past experience to use in his MOS.

Reading to learn, then, is a synthesis. What is read is to be retained in memory for integration in new experiences.

Reading for information, on the other hand, is quite different. The read material is to be retained only in short term memory, used for a specific purpose (i.e., look up a metric equivalent of 37 pounds) and then forgotten.

## LISTENING

Listen to oral information to learn/to report.

In this MOS, lecture is a main method of instruction. The lecture is often supplemented by a demonstration. The soldier listens to the lecture to learn data pertinent to the task. Analysis of lecture presentations indicated many language variables. The soldier hears sub-standard usages, various registers of style and formality, colloquialisms, even profanity, in situations ranging from a barracks to a field. The soldier must differentiate between the types of language functions. Is it expression, exchange, description, explanation, argumentation, persuasion, statement, request, or order? The oral information may be directly from the speaker and/or indirectly such as over the telephone, radio, TV, or tape. The soldier must organize and gain meaning from what is heard. Out of all these variables, the soldier must identify or infer the main ideas or major points.

Analysis of this MOS did not and could not specify all types of spontaneous language the soldier would be exposed to. The POI, though, does show the general form of the constrained oral language the soldier must listen to in order to learn the task.

## B. CONDITIONS

The condition is what the soldier will be given in order to do the task. For the MOS job, the soldier is given paper, pencil, and printed materials. For language purposes, he will be given certain structural and lexical features as found through the data gathering and organizing from interviews and observations. Again, for the job that the soldier will be given, the material may be under normal working conditions, though other conditions may be added such as with or without protective gear or in darkness.

The soldier will read lists, tables, procedures, checklists or signs, and will hear scenarios, lectures, explanations, and commands. Therefore, these are listed with the Job Language Performance Requirements as possible conditions.

### C. STANDARDS

The standard for our purpose is 100%. A standard for understanding or speaking cannot be tested as saying the soldier will disassemble a .45 caliber pistol in eight minutes. Because of this, 100% understandable speech or 100% legibility is used as a reference.

### SUMMARY/CONCLUSION:

The Job Language Performance Requirements including tasks, conditions, and standards, were first written for each task cluster. The clusters were then combined into the Job Language Performance Requirements for the entire MOS.

## SECTION V

### JOB LANGUAGE PERFORMANCE REQUIREMENTS (CLUSTERED)

#### INTRODUCTION

Sections I, II, III, and IV described how Job Language Performance Requirements were identified and constructed.

This section contains the Job Language Performance Requirements for each task cluster pertinent to this MOS.



## FIRST AID

### I. PERCENTAGE LANGUAGE SKILLS

Listening	61%
Speaking	32%
Reading	22%
Writing	29%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Listen to respond
CONDITIONS:	Given a medical scenario involving simple questions about an illness in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral utterances
TASK:	Produce oral utterances to explain
CONDITIONS:	Given a simple medical scenario requiring an oral interpretation in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of captioned illustrations, procedures, tables and explanations
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given the requirement to complete forms and make written reports
STANDARDS:	100% understandable and legible written content

### III. TASK NUMBERS AND TITLES

081-831-1004	Perform mouth to mouth resuscitation and external cardiac massage
081-831-1005	Stop bleeding
081-831-1006	Identify signs and treat for shock

## NUCLEAR, BIOLOGICAL AND CHEMICAL OPERATIONS

### I. PERCENTAGE LANGUAGE SKILLS

Listening	80%
Speaking	30%
Reading	23%
writing	25%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Listen to perform
CONDITIONS:	Given oral warnings or verbal commands regarding simulated NBC situations (scenarios) in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral utterances
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given NBC situations requiring oral alarms
STANDARDS:	100% understandable oral utterances
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of procedures, captioned illustrations and notations defined as explanations
STANDARDS:	100% understanding of printed material
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, captioned illustrations and notations defined as explanations
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given a requirement to produce a written report
STANDARDS:	100% understandable and legible written content

III. TASK NUMBERS AND TITLES

031-503-1002 Put on and wear a protective mask

## INDIVIDUAL FITNESS

### I. PERCENTAGE LANGUAGE SKILLS

Listening	66%
Speaking	30%
Reading	10%
Writing	8%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral utterances
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of procedures, manuals, charts, captioned illustrations and explanations
STANDARDS:	100% understanding of printed content

### III. TASK NUMBERS AND TITLES

071-327-0201	Maintain individual physical fitness appropriate to unit mission
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## SECURITY AND INTELLIGENCE

### I. PERCENTAGE LANGUAGE SKILLS

Listening	33%
Speaking	25%
Reading	17%
Writing	16%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK: Listen to learn and perform  
CONDITIONS: Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)  
STANDARDS: 100% understanding of oral communication

TASK: Listen to orally interact  
CONDITIONS: Given oral challenges, passwords and scenarios in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)  
STANDARDS: 100% understanding of oral information

TASK: Produce appropriate oral responses spontaneously or upon request  
CONDITIONS: Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)  
STANDARDS: 100% understandable oral responses

TASK: Produce spontaneous oral utterances to interact  
CONDITIONS: Given the requirement to orally respond to challenges, passwords and security situations in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)  
STANDARDS: 100% understandable oral utterances

TASK: Read to learn  
CONDITIONS: Given printed MOS training materials in the form of procedures, tables and warnings  
STANDARDS: 100% understanding of printed content

### III. TASK NUMBERS AND TITLES

071-331-0801	Use challenge and password
071-331-0851	Enforce noise, light, and litter discipline

## LAND NAVIGATION

### I. PERCENTAGE LANGUAGE SKILLS

Listening	45%
Speaking	25%
Reading	29%
Writing	31%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral utterances
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of marked maps, definitions, captioned illustrations, instructions and procedures
STANDARDS:	100% understanding of printed content
TASK:	Write to record
CONDITIONS:	Given a requirement to record the grid reference
STANDARDS:	100% legible written content

### III. TASK NUMBERS AND TITLES

071-329-1005 Determine a location on the ground

## M16A1 RIFLE

### I. PERCENTAGE LANGUAGE SKILLS

Listening	78%
Speaking	23%
Reading	15%
Writing	18%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, captioned illustrations, warnings and references
STANDARDS:	100% understanding of printed content
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of a range card
STANDARDS:	100% understanding of printed content
TASK:	Write to record
CONDITIONS:	Given a requirement to complete a range card
STANDARDS:	100% understandable and legible written content

### III. TASK NUMBERS AND TITLES

071-311-2007 Engage targets with an M16A1 rifle

## GRENADES

### I. PERCENTAGE LANGUAGE SKILLS

Listening	60%
Speaking	43%
Reading	29%
Writing	21%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Listen for information
CONDITIONS:	Given oral instructions to perform task specific assignments in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral information
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to produce a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of warnings, procedures, definitions, captioned illustrations and references
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given a requirement to produce a written report
STANDARDS:	100% understandable and legible written content

### III. TASK NUMBERS AND TITLES

071-325-4402 Engage enemy targets with hand grenades



## LEADERSHIP

### I. PERCENTAGE LANGUAGE SKILLS

Listening	42%
Speaking	22%
Reading	52%
Writing	47%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Produce oral utterances to inform and respond
CONDITIONS:	Given a requirement to make a verbal report in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral utterances
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of instructions
STANDARDS:	100% understanding of printed content
TASK:	Write to record and report
CONDITIONS:	Given the requirement to complete forms and make written reports
STANDARDS:	100% understandable and legible written content

### III. TASK NUMBERS AND TITLES

121-030-2501	Prepare the rater's section of an Enlisted Evaluation Report (EER)
--------------	--

## TYPING

### I. PERCENTAGE LANGUAGE SKILLS

Listening	49%
Speaking	21%
Reading	40%
Writing	38%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn and perform
CONDITIONS:	Given oral instructions or verbal commands in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Read to learn
CONDITIONS:	Given printed MOS training materials in the form of procedures, captioned illustrations and printed forms
STANDARDS:	100% understanding of printed content
TASK:	Read to edit
CONDITIONS:	Given handwritten or printed military correspondence
STANDARDS:	100% recognition of errors
TASK:	Write to record
CONDITIONS:	Given a requirement to complete DA forms
STANDARDS:	100% understandable and legible written content

### III. TASK NUMBERS AND TITLES

121-004-1201	Type a basic comment to a Disposition Form (DA Form 2496)
121-004-1202	Type a military letter
121-004-1203	Type a nonmilitary letter
121-004-1204	Type an indorsement to a military letter
121-004-1205	Type a Joint Messageform (DD Form 173)
121-004-1216	Type a memorandum
121-004-1230	Type a second or subsequent comment to a Disposition Form
121-004-1232	Type straight copy material

## FILING

### I. PERCENTAGE LANGUAGE SKILLS

Listening	56%
Speaking	24%
Reading	33%
Writing	34%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Produce oral utterances to interact
CONDITIONS:	Given the requirement to coordinate with supervisor in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of instructions, military correspondence/documents and procedures
STANDARDS:	100% understanding of printed content
TASK:	Write to record
CONDITIONS:	Given a requirement to label files and complete forms
STANDARDS:	100% legible written content

### III. TASK NUMBERS AND TITLES

121-004-1227	Establish functional files
121-004-1228	File documents/correspondence
121-015-1241	Prepare files for disposal

## PROCESSING

### I. PERCENTAGE LANGUAGE SKILLS

Listening	56%
Speaking	30%
Reading	34%
Writing	39%

### II. JOB LANGUAGE PERFORMANCE REQUIREMENTS

TASK:	Listen to learn
CONDITIONS:	Given oral instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral communication
TASK:	Listen for information
CONDITIONS:	Given oral instructions to perform task specific assignments in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understanding of oral information
TASK:	Produce appropriate oral responses spontaneously or upon request
CONDITIONS:	Given any verbal stimulus in the form of questions, scenarios or instructions in any training situation (Appendix 4), using standard and non-standard structural and lexical items (Appendices 5 & 7)
STANDARDS:	100% understandable oral responses
TASK:	Read for information
CONDITIONS:	Given printed MOS training materials in the form of instructions, publications, captioned illustrations and procedures
STANDARDS:	100% understanding of printed content
TASK:	Read to edit
CONDITIONS:	Given handwritten or printed military correspondence
STANDARDS:	100% recognition of errors
TASK:	Write to record and report
CONDITIONS:	Given the requirement to complete forms and post changes
STANDARDS:	100% understandable and legible written content

### III. TASK NUMBERS AND TITLES

121-004-1207	Prepare a Requisition for Publications and/or Blank Forms using AUTODIN (DA Form 4569)
121-004-1215	Post regulations and directives
121-015-1201	Process the Unit Manning Report (UMR)
121-015-1202	Initiate/maintain the Personnel Data (Card) SIDPERS DA Form 2475-2

121-015-1203	Prepare SIDPERS Change Reports, DA Form 3728
121-015-1204	Prepare Organization Strength Reports, DA Form 3732
121-015-1205	Process the Unit Personnel Accountability Notice (UPAN)
121-015-1207	Process the Personnel Transaction Register by Originator (PTRO)
121-015-1209	Process a Request and Authority for Leave, DA Form 31
121-015-1211	Prepare a Request for a Personnel Action, DA Form 4187, Parts I, II, IV, and V
121-015-1212	Report unauthorized absences to civilian authorities, DA Form 3835
121-015-1213	Process a DFR Action
121-015-1216	Prepare a report for the Suspension of Favorable Personnel Actions, DA Form 268
121-015-1217	Prepare a Request for a Personnel Action, DA Form 4187, Parts I, III, IV, and V
121-015-1237	Determine reportable changes to SIDPERS
121-015-1238	Determine the category of SIDPERS change
121-015-1239	Determine reportable duty status codes
121-015-1240	Determine required documentation for SIDPERS transactions

## SECTION VI

### JOB LANGUAGE PERFORMANCE REQUIREMENTS (Entire MOS)

#### INTRODUCTION

This section contains language tasks for each generic skill for this MOS. Listed below each task are the types of receptive or productive language activity involved.

## LISTENING

- TASK:** Understand oral language intended to inform or instruct.
- CONDITIONS:** Given explanations, procedures, rules, instructions or definitions in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5 & 6)
- STANDARDS:** 100% understanding and assimilation of presented oral language task.

The following are specific conditions found in this language task:

Warnings  
Described situations  
Directions  
Lectures  
Commands, Orders  
Sound tracks (films, tapes)  
Standard/Non-standard English  
Instructions  
SQT questions

- TASK:** Understand spontaneous oral language or language via a technical medium - such as a radio telephone - intended to inform and elicit responses.
- CONDITIONS:** Given scenarios, questions, commands or requests in simple to complex lexicon and syntax, formal or informal registers, casual or colloquial speech, military jargon, slang or dialectical speech in any training situation. (Appendices 4, 5, & 6)
- STANDARDS:** 100% understanding and assimilation of oral language in order to apply and respond.

The following are specific conditions found in this language task:

Shouting  
Radio communications  
Coded messages  
Spellings  
Conversation  
Requests

## SPEAKING

**TASK:** Formulate and produce appropriate oral responses spontaneously.

**CONDITIONS:** Given any verbal stimulus in the form of questions, scenarios, instructions, or cues in any training situation.  
(Appendices 5 & 6)

**STANDARDS:** 100% understandable oral response using correct lexicon and syntax for the training situation.

The following are specific conditions found in the language task:

Explanations  
Statements  
Repetitions  
Counting  
Corrections  
Assignments  
Notifications  
Oral reports  
Answers  
Clarifications  
Information

**TASK:** Produce oral utterances to interact and communicate spontaneously or via a technical medium such as radio telephone.

**CONDITIONS:** Given a communicative situation (Appendices 4, 5, & 6 Soldier's Manual) in any training situation.

**STANDARDS:** 100% understandable communication using correct lexicon and syntax for the communication act.

The following are specific conditions found in this language task:

Requesting information  
Requesting permission  
Transmitting messages  
Call signs  
Vocal signals  
Shout warnings  
Radio communications  
Target locations  
Directions (N,S,E,W)  
Directions, general  
Requests for fire  
Report on the results of fire  
Challenges/Passwords  
Training sessions  
Interaction



## READING

**TASK:** Read MOS training in the form of printed prose or graphic representations in order to learn processes, concepts, vocabulary, definitions and identifications, to calculate problems, intercept codes and complete forms.

**CONDITIONS:** Given technical, non-technical, lexical and structural features in simple to complex printed form in any training situation.  
(Appendices 4, 5 & 6)

**STANDARDS:** 100% understanding of printed content.

The following are specific conditions found in this language task:  
Captions with illustrations.

Lists  
Procedures  
Information  
Definitions  
Outlines  
Signs  
Markers  
References  
Rules  
Maps  
Flags  
Military Documents  
I.D. Papers  
Regulations

Extracts  
Columns  
Indices  
Charts  
Methods  
Technical Vocabulary  
Standard Operating Procedures  
Cartoons  
Problems  
Manuals  
Graphic Training Aids

**TASK:** Identify, understand, and interpret written utterances pertinent to MOS training in technical or non-technical language.

**CONDITIONS:** Given technical, non-technical, lexical and structural features in simple to complex written form in any training situation.  
(Appendices 4, 5 & 6)

**STANDARDS:** 100% understanding of written content.

The following are specific conditions found in this language task:

Lists  
Information  
Descriptions  
Radiation readings off dosimeter  
Coordinate scales  
Callsigns-suffices  
Three-letter codes  
Examples  
Calculations  
Markings  
Radio communications  
Range cards  
Notes  
Messages

## WRITING

- TASK:** Upon instruction, write in conventional orthography, letter, numbers, words or sentences appropriate to the training situation.
- CONDITIONS:** Given standardized forms, paper or answer sheets and the instructions to list, answer, describe or recall.
- STANDARDS:** 100% syntactical and lexical correctness and legibility of writing which is also appropriate in style and usage to training situations. (Appendix 4)

The following are specific conditions found in this language task:

Ratings  
Signatures  
Range cards  
Data symbols  
Answers  
Descriptions  
Notes  
Reports

- TASK:** Write, in conventional orthography, letters, or specialized code, numbers, words or sentences in order to transmit or record information.
- CONDITIONS:** Given standardized forms or paper and oral communication.
- STANDARDS:** 100% syntactical and lexical correctness of writing which can be read by another speaker of English.

The following are specific conditions found in this language task:

Technical forms  
Codes  
Grid coordinates  
Decoded messages  
Encoded messages  
Logbooks  
Plottings  
Figures  
Reports  
Tags  
Range cards  
Applicable DA forms

## APPENDICES

1. Task Prioritization Checklist
2. Task Inventory Compiled Data Forms
3. Percentage Language Skills
4. Observation Form
5. Structural/Lexical list
6. Vocabulary (DLIELC in-house)
7. Vocabulary (machine-generated)
8. English Language Structures

APPENDIX 1

TASK PRIORITIZATION CHECKLIST

This Checklist was approved by the  
Department of the Army in 1980.

(PRESENTLY WORKING IN)

MOS IN WHICH YOU WERE TRAINED: \_\_\_\_\_  
POSITION: \_\_\_\_\_  
UNIT: \_\_\_\_\_

2 = med  
3 = high

YES

NO

IS TASK  
TAUGHT?

LISTENING\*  
SPEAKING\*  
READING\*  
WRITING\*

LECTURE  
SELF-PACED  
DEMONSTRATION  
HANDS-ON

YES

NO

IS TASK  
TESTED?

WRITTEN  
ORAL  
PERFORMANCE

PERSON

EQUIPMENT

RESULTS IN  
DANGER

APPENDIX 2

TASK INVENTORY COMPILED DATA FORM

This form was used to record data from  
the Task Prioritization Checklist.

MOS 75B NUMBER OF RESPONDENTS 11  
 DATA OBTAINED FROM Fr. BROS. Korea, Germany TRAINING SPECIALIST

[illegible]

MOS 75B NUMBER OF RESPONDENTS 4  
DATA OBTAINED FROM FR. BENJAMIN HARRISON TRAINING SPECIALIST

TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS
	difficulty?	danger to person or equipment importance	self-paced hands-on demonstration lecture	written	writing
	tested?			oral	reading
	taught?			performance	speaking
					listening
081-93/-1004					
081-93/-1005					
081-93/-1006					
081-93/-1007					
081-93/-1008					

F1K57 91D

٧٨

DATA OBTAINED FROM \_\_\_\_\_ TRAINING SPECIALIST

1007-117-КВ

27/12  
16/12



DATA OBTAINED FROM \_\_\_\_\_ TRAINING SPECIALIST

[illegible]

7/18/26

MOS 756 NUMBER OF RESPONDENTS

DATA OBTAINED FROM TRAINING SPECIALIST

TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS	UNIT		importance	equipment	danger to person or	lecture	demonstration	hands-on	self-paced	performance	oral	written	listening	speaking	reading	writing
						difficult?	tested?														
121-004-1203																					
121-004-1204																					
121-004-1205																					
121-004-1216																					
121-004-1230																					

7 YP 126

5/2/24



**TRAINING SPECIALIST**

1955.12.16

MOS

NUMBER OF RESPONDENTS

DATA OBTAINED FROM

TRAINING SPECIALIST

TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS	UNIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS
121-015-121	difficulty?									
	tested?									
	taught?									
121-015-122	difficulty?									
	tested?									
	taught?									
121-015-123	difficulty?									
	tested?									
	taught?									
121-015-124	difficulty?									
	tested?									
	taught?									
121-015-125	difficulty?									
	tested?									
	taught?									
121-015-126	difficulty?									
	tested?									
	taught?									
121-015-127	difficulty?									
	tested?									
	taught?									
121-015-128	difficulty?									
	tested?									
	taught?									

Processing

MOS 234

NUMBER OF RESPONDENTS

DATA OBTAINED FROM

TRAINING SPECIALIST

TASK NUMBER	AIT	CRITICALITY	METHODS OF TEACHING	METHODS OF TESTING	RATING OF ELS	UNIT		DATA OBTAINED FROM	NUMBER OF RESPONDENTS	TRAINING SPECIALIST		
						danger to person or equipment	importance					
											difficult?	tested?
11-015-1139			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening							
11-015-1138			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening							
11-015-1137			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening							
11-015-1136			self-paced hands-on demonstration lecture	written oral performance	writing reading speaking listening							

Process, we

### APPENDIX 3

#### PERCENTAGE LANGUAGE SKILLS

This appendix contains the computations for the percentages of listening, speaking, reading and writing involved in each cluster.

Some clusters have two sets of computations because some Task Prioritization Forms were received after original computations and had to be added on.



PERCENTAGE LANGUAGE SKILLS  
NOS 75/3

TR = total number of responses to variables in the cluster  
T = number of tasks in the cluster  
V = number of variables  
R = maximum number of respondents in any task in that cluster

FOI	LISTENING	SPEAKING	READING	WRITING
TR ÷ (T)(V)(R) = %	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
<p>1. 100% A-1</p> <p>2. 100% A-2</p> <p>3. 100% A-3</p> <p>4. 100% A-4</p> <p>5. 100% A-5</p>	<p>28.5 x 11 = 165</p> <p>22 21 17 16 24 100</p> <p>165 / 100.000</p>	<p>28.5 x 11 = 66</p> <p>5 1 21</p> <p>66 / 21.000</p>	<p>28.5 x 11 = 55</p> <p>4 8 10 22</p> <p>55 / 22.000</p>	<p>28.5 x 11 = 11</p> <p>21 4 8 5</p> <p>11 / 5.000</p>
	61%	32%	77%	29%
<p>NBC</p> <p>1. 100% A-1</p> <p>2. 100% A-2</p> <p>3. 100% A-3</p> <p>4. 100% A-4</p> <p>5. 100% A-5</p>	<p>18.5 x 10 = 50</p> <p>8 6 7 10 9 40</p> <p>50 / 40.000</p>	<p>18.5 x 10 = 20</p> <p>2 4 6</p> <p>20 / 6.000</p>	<p>18.5 x 10 = 10</p> <p>1 1 1 1 4</p> <p>10 / 4.000</p>	<p>18.5 x 10 = 10</p> <p>6 1 1 1 2 10 10</p> <p>10 / 10.000</p>
	100%	30%	20%	25%
<p>1. 100% A-1</p> <p>2. 100% A-2</p> <p>3. 100% A-3</p> <p>4. 100% A-4</p> <p>5. 100% A-5</p>	<p>18.5 x 10 = 20</p> <p>7 2 6 10 8 33</p> <p>20 / 33.000</p>	<p>18.5 x 10 = 10</p> <p>2 4 6</p> <p>10 / 6.000</p>	<p>18.5 x 10 = 10</p> <p>1 0 2 3</p> <p>10 / 3.000</p>	<p>18.5 x 10 = 10</p> <p>2 1 0 0 3 6</p> <p>10 / 6.000</p>
	66%	30%	10%	25%

12

TR = total number of responses to variables in the cluster  
 T = number of tasks in the cluster  
 V = variables  
 R = maximum number of respondents in any task in that cluster

# PERCENTAGE LANGUAGE SKILLS MOS 75B

FORM	LISTENING	SPEAKING	READING	WRITING
TR + (T)(V)(R) = %	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
SECRETARY 1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100	2x5x11= 110 8 6 6 5 11 36 110 327 110 36.000	2x2x11= 44 2 9 11 44 250 44 11.000	2x3x11= 66 1 4 6 11 66 162 66 11.000	2x4x11= 88 6 1 4 3 14 88 162 88 11.000
171-221-0801 071-221-0851	334%	257%	179%	162%
LA 1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-23-24-25-26-27-28-29-30-31-32-33-34-35-36-37-38-39-40-41-42-43-44-45-46-47-48-49-50-51-52-53-54-55-56-57-58-59-60-61-62-63-64-65-66-67-68-69-70-71-72-73-74-75-76-77-78-79-80-81-82-83-84-85-86-87-88-89-90-91-92-93-94-95-96-97-98-99-100	1x5x8= 40 4 5 1 40 450 40 18.000	1x2x8= 16 0 4 4 16 200 16 11.000	1x3x8= 24 2 1 4 7 24 152 24 11.000	1x4x8= 32 5 2 1 2 10 32 162 32 11.000
171-221-0801 071-221-0851	434%	254%	774%	314%
M16A1 RIFLE	1x5x11= 55 8 6 9 10 15 43 55 782 55 43.000	1x2x11= 22 2 3 5 22 227 22 11.000	1x3x11= 33 0 1 4 5 33 152 33 11.000	1x4x11= 44 6 0 1 1 8 44 162 44 11.000
171-221-0801 071-221-0851	784%	224%	152%	162%
			53	

**PERCENTAGE LANGUAGE SKILLS**  
MOS 75B

TR = total number of responses to variables in the cluster  
T = number of tasks in a cluster  
V = variables  
R = maximum number of respondents in any task in that cluster

FORMULA	LISTENING	SPEAKING	READING	WRITING
$TR \div (T)(V)(R) = \%$	-demonstration -lecture -hands-on -performance (test) -rating (scale)	-oral (test) -rating (scale)	-self-paced -written (test) -rating (scale)	-lecture -self-paced -written (test) -rating (scale)
Cluster	5 = 100%	2 = 100%	3 = 100%	4 = 100%
GRADING	$1 \times 5 \times 7 = 35$ $\begin{array}{r} 4 \\ 3 \\ 5 \\ 4 \\ 5 \\ \hline 21 \end{array}$ $35 \overline{) 21.000}$ $\begin{array}{r} .600 \\ 35 \\ \hline 21.000 \end{array}$	$1 \times 2 \times 7 = 14$ $\begin{array}{r} 2 \\ 4 \\ \hline 6 \end{array}$ $14 \overline{) 6.000}$ $\begin{array}{r} .429 \\ 14 \\ \hline 6.000 \end{array}$	$1 \times 3 \times 7 = 21$ $\begin{array}{r} 0 \\ 2 \\ 4 \\ \hline 6 \end{array}$ $21 \overline{) 6.000}$ $\begin{array}{r} .286 \\ 21 \\ \hline 6.000 \end{array}$	$1 \times 4 \times 7 = 28$ $\begin{array}{r} 3 \\ 0 \\ 2 \\ 1 \\ \hline 6 \end{array}$ $28 \overline{) 6.000}$ $\begin{array}{r} .214 \\ 28 \\ \hline 6.000 \end{array}$
071-325-4402				
	60%	43%	79%	21%
LEADING	$1 \times 5 \times 9 = 45$ $\begin{array}{r} 2 \\ 3 \\ 5 \\ 5 \\ 4 \\ \hline 19 \end{array}$ $45 \overline{) 19.000}$ $\begin{array}{r} .422 \\ 45 \\ \hline 19.000 \end{array}$	$1 \times 2 \times 9 = 18$ $\begin{array}{r} 1 \\ 3 \\ \hline 4 \end{array}$ $18 \overline{) 4.000}$ $\begin{array}{r} .222 \\ 18 \\ \hline 4.000 \end{array}$	$1 \times 3 \times 9 = 27$ $\begin{array}{r} 3 \\ 4 \\ 7 \\ \hline 14 \end{array}$ $27 \overline{) 14.000}$ $\begin{array}{r} .519 \\ 27 \\ \hline 14.000 \end{array}$	$1 \times 4 \times 9 = 36$ $\begin{array}{r} 3 \\ 3 \\ 4 \\ 7 \\ \hline 17 \end{array}$ $36 \overline{) 17.000}$ $\begin{array}{r} .472 \\ 36 \\ \hline 17.000 \end{array}$
16-325-2201				
	42%	22%	52%	47%
TRAINING	$8 \times 5 \times 11 = 440$ $\begin{array}{r} 59 \\ 34 \\ 56 \\ 50 \\ 43 \\ \hline 215 \end{array}$ $440 \overline{) 215.000}$ $\begin{array}{r} .489 \\ 440 \\ \hline 215.000 \end{array}$	$7 \times 2 \times 11 = 176$ $\begin{array}{r} 1 \\ 35 \\ \hline 36 \end{array}$ $176 \overline{) 36.000}$ $\begin{array}{r} .205 \\ 176 \\ \hline 36.000 \end{array}$	$8 \times 3 \times 11 = 264$ $\begin{array}{r} 23 \\ 19 \\ 64 \\ \hline 106 \end{array}$ $264 \overline{) 106.000}$ $\begin{array}{r} .402 \\ 264 \\ \hline 106.000 \end{array}$	$8 \times 4 \times 11 = 352$ $\begin{array}{r} 34 \\ 23 \\ 19 \\ 56 \\ \hline 102 \end{array}$ $352 \overline{) 102.000}$ $\begin{array}{r} .290 \\ 352 \\ \hline 102.000 \end{array}$
	47%	21%	40%	29%
			54	

MOS 75B

55

#### APPENDIX 4

##### OBSERVATION FORMS

The attached forms were taken to the actual training where observers recorded actual training situations and language used in the training. These forms were used to indicate the CONDITIONS for the Job Language Performance Requirements in this MOS.

PERSON RECORDING

LOCATION  
(UNIT/AIT)

SUBJECT

\* TASK NUMBER IF KNOWN

Physical Environment of Instruction.

- A. Classroom
- B. Open Areas (live firefield- mark-up terrain)
- C. Large enclosed area (bleacher sites)  
(Warehouse size)
- D. Other

Comments:

Styles of Communication Instructor, Verbal order

- A. Formal Speech
- B. Informal Speech
- C. Regional/Ethnic
- D. Body Language
- E. Slang
- F. Shop talk/slang
- G. Non-standard English
- H. Other

Comments:

Media of Instruction

- A. Films
- B. Video cassettes
- C. Graphic Training Aids (diagrams, etc....)
- D. Illustrations (requiring reading/not requiring reading)
- E. Maps
- F. Mock-ups
- G. Models/Animates
- H. Real equipment
- I. Transparencies
- J. Tape cassettes
- K. Training Publications (required/available)
- L. Signs/Notices
- M. P.A. System
- N. Record Voice
- O. Soldier's Manual
- P. Blackboard
- Q. Other

Comments:

Mode of Response

- A. Manipulating a piece of equipment/device
- B. Answers (spoken - written)
- C. Signals
- D. Performance
- E. Taking Notes
- F. Teamwork
- G. Other

Comments:

Instructional Ratio

- A. Instructor, one-to-one/class
- B. Peer/one-to-one
- C. Group or Committee Group (group of instructors of whom one teaches one portion of class)
- Small (12 or less)
- Large (more than 12)
- D. Other

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APPENDIX 5

STRUCTURAL/LEXICAL LIST

Attached is the list of  
structural and lexical items  
for this MOS.  
(For discussion, see Section II)

## STRUCTURAL ITEMS

### SENTENCE PATTERNS

**SIMPLE:** One subject and one predicate

1. Subject and action verb  
Firer aims.
2. Subject and action verb and direct/indirect object  
Many things cause burns.
3. Subject and linking verb and subjective complement  
This is very important.

**COMPOUND:** Two or more sentences joined by:

1. Coordinating conjunction

Explain the task and ask the trainees if they understand the task, and the conditions they are expected to perform at the end of the session, the conditions under which they must operate, and the standard they must achieve.

2. Conjunctive adverb

Do not start or stop the vehicle while the radio is on or you may damage the set.

3. Semicolon

A light pressure is exerted on the driving spring when the bolt is forward; however, never attempt to cock the gun while the backplate is off and the driving spring assembly is in place.

**COMPLEX:** One or more dependent clauses

1. Adjectival (functions as an adjective by modifying nouns and pronouns)

At the bottom of the map you will find three different bar scales which will help you to change map distance to miles, meters, or yards.

2. Adverbial (functions as an adverb by modifying verbs, adjectives, and other adverbs) The mouth-to-nose method is performed in the same way except you blow into his nose while you pinch his lips closed with one hand.

3. Noun (functions as a noun) The person who is performing artificial respiration quickly blows into the casualty's lungs after each five compressions.



## SENTENCE TYPES

### 1. INTERROGATIVE

(do, does, modal, wh-, tag, inverted)  
But what about the other 15 meters?  
Ask, "What is there?"

### 2. DECLARATIVE

Classified information will not be discussed over the telephone.

### 3. EXCLAMATORY

HALT!

### 4. IMPERATIVE

Issue the challenge in a soft voice and wait for the (requests, commands, second person (singular/plural, negative/affirmative), First and second person (let's)) stranger to reply with the correct password.

### 5. ELLIPSIS:

Split the bracket until fire for effect is possible. Most common type of ellipsis--subject deleted

### 6. FRAGMENT

Movement to occupy a position.  
All other parts.

## ADVERBIAL CLAUSES

### 1. PURPOSES

Training must be conducted so that at least 80% of the students can accomplish the task trained to the standards specified for the task.

### 2. CONTRAST

Although natural terrain features are likely not to change and make good reference points to orient a map, you may also use manmade features such as roads, bridges, etc., to orient your map.

### 3. COMPARISON

Place suitable material under him as well as over him if necessary.

### 4. RESULT

Blending is the use of camouflage materials on, over, and around an object so that it appears to be part of the background.

5. MANNER

Take deep breath and place mouth around soldier's mouth; then blow forcefully as you observe his chest.

6. TIME

When you have to go a certain distance on foot without any landmarks to guide you, you can measure distance pretty accurately by counting your paces.

Split the bracket until fire for effect is possible.

7. PLACE

Loosen clothing at neck, waist, and other places where it tends to bind.

8. CAUSE

Be careful not to depress the trigger, since this will cause the firing pin to be released.

9. ADVERSATIVE

The casualty has no fractures, but has a bleeding wound.

10. CONDITION

If it isn't, your rifle can still fire, but it could possibly explode, causing you harm.

PHRASES

1. GERUND

(upon) Hearing the correct password, give permission to pass if you have no other reasons to doubt.

2. PARTICIPIAL

Using a straightedge draw a line between the two objects.

3. INFINITIVE

To camouflage exposed skin paint the shiny areas with a dark color.

4. PREPOSITIONAL

Under certain light conditions, front sight ports can be seen, but you can't determine whether you are looking through, above, or to the side of the rear sight aperture.

## LEXICAL ITEMS

### ADJECTIVALS

"rifle bore cleaner"  
"waste material"  
"burning residue"  
"semi-fixed ammunition"  
"extracting/loading ammunition"  
"firing hammer"  
"four life-saving steps"  
"chest/heart massage"  
"tourniquet material"  
"field material"  
"field condition"  
"mouth-to-mouth resuscitation"

### ADJECTIVES

#### 1. WORD + ABLE

AVAILABLE

#### 2. COMPARATIVES

Threat main tanks are smaller than the US main battle tanks.

#### 3. SUPERLATIVES

The most dangerous targets are those that see you, have the capability of killing you, and appear to be preparing to engage you.

### PRONOUNS

#### 1. INDEFINITE

Have someone walk the FDL (if enemy situation permits), and determine dead space (sections of FDL where individual drops below line of sight).

#### 2. POSSESSIVE

Shake his shoulder and shout, "Are you OK.?"

#### 3. SUBJECTIVE

This will give you correct nomenclature.

#### 4. OBJECTIVE

It will also give you the correct functioning.

#### 5. REFLEXIVE

Keep yourself clear of the muzzle.

## VERBS

### 1. VERB TENSES

Make sure you clearly understand the task you are to teach.

--You will be tested.

--If they elect to take it, they must complete the test once they have begun the first event or else they will receive a NO GO for the entire test.

--If the soldier is breathing, mouth-to-mouth resuscitation is not necessary.

--When all 10 pebbles have been moved to the left pocket, you have traveled one kilometer.

--Have someone walk the FDL and determine dead space.

--Sensing is an instantaneous determination by the grenadier as to where the grenade exploded.

present progressive verb  
present verb (uninflected, third  
person, indicative)  
past tense (regular/irregular)  
present perfect  
future

### 2. TYPES

intransitive  
(You) train for results.

transitive  
Mask the casualty.

linking  
The skin becomes inflamed.

### 3. VOICE

active

recognize  
protect  
is facing  
remove  
explode  
sounds  
points out  
seen

appear  
seek  
secure  
wear  
mask  
stored  
do require  
could affect

has  
must be  
wipe  
rinse  
put brush  
empty  
reassemble  
reinstall

passive

given  
is protected  
is sprayed

are alerted  
are reported  
have been corrected

are authorized  
be corrected

passive+verb+ing  
"task will be performed  
using procedures"  
modal+passive voice  
"can be determined"  
modal+negative+passive  
"must not be eliminated"

#### 4. MODALS

You must demonstrate, once every 6 months, that you can meet or exceed the minimum level of physical fitness required of each member of your unit in accordance with the standards contained in AR 600-9.

Personnel over the age of 40 may elect not to take the APFT. The pulse should be found in the soft area between the Adam's apple and the large muscle on the side of the neck.

Injury or death could result.

During surveillance the operator will have to adjust the range focus to get a sharp image at different ranges.

"might have to be placed"  
"be"  
"will be given"  
"should be"  
"must"  
"must be"  
"can"  
"can be"  
"may be"  
"should not be"

#### 5. AUXILIARIES

(do, does, negative)

Do not zero in under 100 meters.

If the round does not fall within 5 meters of target, zeroing procedures are called for.

#### GERUNDS

Sensing is an instantaneous determination by the grenadier as to where the grenade explodes with respect to the target.

#### INFINITIVES

To fire, hold the M16A1 in the rest with your right shoulder firmly against the weapon's butt plate.

#### ADVERBS +

##### 1. SUPERLATIVE

When such a line of fire exists, the primary sector will be assigned, based on it, with the FDL being the sector limit closest to the friendly troops.

##### 2. INDEFINITE

The launcher has a heavy coat of oil on working parts, and a light coat of oil elsewhere.

##### 3. FREQUENCY

Apply a little graphite grease to the threads of the antenna section for easy removal and to prevent the sections from seizing if they have been rarely removed.

##### 4. OTHER

Assembly procedure for the grenade launcher merely reverses disassembly steps.

##### 5. COMPARATIVE

The care, cleaning, lubrication and adjustment of the mount used with the gun are no less important.

#### VERBS AND PREPOSITIONS

Line up the key in the receptacle with the slot in the cable connector.

#### VERBS AND ADVERB

(particles)

Put on the protective mask within nine seconds of the chemical alarm and remain in the contaminated area for at least two minutes without making further adjustments to the mask.

## APPENDIX 6

### VOCABULARY (DLIELC IN-HOUSE)

The following vocabulary list was extracted from the Soldier's Manual task by task and then categorized into GENERAL, BASIC AND TECHNICAL vocabulary.

NOT APPLICABLE

REF: On 15 MAY 1981 agreement between  
TRADOC and DLIELC was reached  
that DLIELC In-House Vocabulary  
would not be produced for this  
MOS.



#### APPENDIX 7

Appendix 7 is the machine-generated vocabulary list. It was not useful for our purposes. It is included as a vocabulary reference.

# HEADQUARTERS

## UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

FORT MONROE, VIRGINIA 23651

DATA CONTROL NUMBER

Job No / Proj No

*2 copies*

*WFI*  
*DCI*



75B AH SL  
Add.

# 75B ALL SKILL LEVELS

7A RECORDS

579 JAN. 1961

FREQUENCY DISTRIBUTION

1	1	ABBREVIATIONS
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100	1	ADDITIONS

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APPLICABLE  
APPLIED  
APPLIES  
APPLY  
APPRECIATE

APPREHENDED  
APPREHENSION  
APPROPRIATE  
APPROPRIATE  
APPROVAL

APPROVED  
APPROVING  
APPROXIMATELY  
APPROXIMATELY  
APPROXIMATELY

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ARE  
AREA  
AREAS  
ARISES  
ARMY

ARRANGE  
ARRANGED  
ARRIVAL  
AS  
ASCERTAIN

ASG  
ASSEMBLE  
ASSEMBLED  
ASSEMBLY  
ASSIGNED

ASSIGNED-NOT  
ASSIGNMENT  
ASSIGNMENT/REASSIGNMENT  
ASSIST  
ASSISTANCE

ASSURANCE  
ASSURE  
ASTERISK  
ASTERISK  
CT

ATTACH  
ATTACHED  
ATTENTION  
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1	AWARDED
1	AWAKE
6	AWELL
22	B
1	BUT
3	BLACK
42	BLANK
60	BLOCK
6	BLOCKS
2	BLUE/BLACK
1	BN
5	BRANCH
1	BREKOCCHI
5	BREVITY
1	BRICKEN
4	BLOCK
1	BLOCKS
15	C
6	CFA
3	CHAPUS
64	CHANGE
2	CHANGED
28	CHANGES
43	CHAPTER
1	CHAPTERS
16	CHARACTERS
2	CHARGE
1	CHARGED
2	CHART
15	CHECK
1	CLASS
5	CLASSIFICATION
2	CLASSIFIED
1	CLASSIFY
2	CLEARANCE
2	CLERK
3	CLOSE
1	CLOSELY
4	CMT
1	CREDIT
11	D
18	DO
17	OF
17	OFF
13	OFFER

1	DNCTFL
2	UNPM
1	UNPMK
2	UNCP
1	UNCFEC
1	UNCFEC-FRGN- J
4	UNCF
1	UNCFCT
3	EFFECTIVE
1	ELC- J
1	ELEMENTS
1	ELSE
1	ELSEWHERE
1	ENCOURAGED
5	END
3	ENDING
2	ENUS
3	ENLISTED
17	ENOUGH
1	ENROUTE
11	ENTER
6	ENTERED
1	ENTERING
8	ENTIRE
2	ENTRIES
1	ENTRY
24	ENVOY
2	ENVOYED
1	ENVOY/TS
1	ESC
6	ESTABLISH
2	ESTABLISHED
1	ETC
1	F
2	FLAG
1	FLAGGING
77	FM
77	FROM
8	FRONT
2	G
3	GCT
9	TRACE
2	GRACE/PAY
1	GRAPH

1	GREAT
1	GREEN
2	GROSS
1	GROUP
1	GRUUPS
3	GWPM
2	H
11	I
2	IDEALLY
1	IDENTICAL
3	IDENTIFICATION
9	IDENTIFIED
1	IDENTIFIES
15	IDENTIFY
101	IF
2	IMMEDIATELY
1	IMPER- J
2	IMPORTANCE
2	IMPOTENT
321	IN
1	IN- J
1	IN- JOTGATED
2	IN- JURA
1	IN CTIVE
3	INCP
2	INCIDENT
4	ENCLOSURE
9	ENCLOSURES
15	INCLUDE
1	INCLUDED
1	INCLUDES
2	INCLUDING
3	INDEXED
1	INDEPENDENT
2	INDEXES
1	INDIAN
1	INDICATE
2	INDICATED
4	INDICATION
3	INDIVIDUAL
2	INDIVIDUAL'S
1	INDIVIDUALS
13	INDUCEMENT
1	INDUCEMENTS
1	INFANTRY

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12	INFC	
12	INFC- J	
12	INFC- JATION	
2	INFCM	
57	INFORMATION	
1	INFORMED	
1	ING	
3	INITIAL	
4	INITIALS	
1	INITIATE	
2	INITIATE/MAINTAIN	
2	INITIALIZED	
3	INJ	
3	INPUT	
2	INPUTING	
1	INSTALLATION	
1	INSTALLED	
2	INSTRUC- JIONS	
6	INSTRUCTION	
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3	INSURE	
1	INSURING	
5	INTERFERENCE	
5	INTERFERING	
1	INTERFER/PHIL	
2	INTERFER	
1	INTERFERENCE	
4	INTC	
1	INTERPRET	
1	INTRODUCTION	
1	INVESTIGATION	
1	INVOLVED	
22	IS	
1	ISS	
2	ISSUE	
1	ISSUED	
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11	ITEMS	
2	ITS	
3	KNOW	
1	KNOWLEDGE	
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1	L2L-1L5-L2L7	
2	L4	
1	L8	
3	MCM	
1	MCPIERSON	
1	MD	
7	MEMORIC	
3	MEPACRIS	
1	MS	
2	N4PM	
1	RESERVE	
8	GRATIN	
1	OBVIOUS	
1	OCUSICH	
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412	UF	
2	OFF	
37	OFFICE	
3	OFFICER	
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3	OFFICERS	
1	OFFICIAL	
3	OFTEN	
5	OLV	
1	OLV	
129	OV	
2	OV-J	
1	OV-THE-JOB	
7	OVLE	
5	OVLE	
1	OVLE-PAGE	
10	OVLY	
2	OVLEATING	
152	OV	
3	OVLE	
7	OVLE	
11	OVLE-J	
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# ORGANIZATION

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4	PRINTED
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21	PROCEEDUALS
15	PROCESSES
6	PROCESSED
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1	PRODUCED
2	PROGRAM
2	PROMOTION
1	PROXIMATELY
1	PROPER
4	PROPERLY
2	PROVIDE
6	PROVIDED
1	PROVIDING
1	PROVINCIALS
2	PROVOST
7	PSACG
15	PURC
1	PURCE
4	PUR
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15	SHEET
5	SHEETS
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2	SHEFT
1	SHEETINGS
15	SHOULD
4	SHOWN
1	SHOWING
12	SHOWN
5	SKILL
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7	SPACE
3	SPACED
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3	SPACING
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9	SPECIALIST
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1	STANDING
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1	STATED
2	STATED
1	STATEMENT
1	STATION
12	STATUS
12	STEP
43	STEPS
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2	STICK-UP
1	STICPED
1	STORAGE
3	STRAIGHT
15	STRENGTH
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31	TRANSACTION
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5	UN-UNTHORIZED
11	UNCLASSIFIED
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2	UNFURNISHED
74	UNIT
2	UNIT/ACTIVITY

UNIT/SECTION	UNIT/SECTION
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DISTRIBUTION  
FIREQUINCY/WL

**FREQUENCY/CPU**

6-2-14-9

1	ASSIGNMENT/REASSIGNMENT	1	ASSISTANCE	1	ASSURANCE
1	ASTERISK	1	ASTERISKS	1	A-- J
1	AWAKE	1	AWAY	1	BA
1	BACK	1	BACKS	1	CHAPTERS
1	BACKS	1	CLASSIFY	1	CLOSELY
1	CLASS	1	CLASSED-FROM- J	1	EFFECT
1	CLASS	1	ELSE	1	ELSEWHERE
1	CLASS	1	ENTERING	1	ENTRY
1	CLASS	1	ETC	1	F
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# UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND

**FORT MONROE, VIRGINIA 23651**



Adrian

AUG 15 1980

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1	COLUMNS
1	COMBAT
2	COMPE
4	COMPHAND
12	COMPIANDER
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1	COMPIANDIS
1	COMPIENCING
20	COMPIENT
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2	COMPIUNICATION
1	COMPIARE
25	COMPIETE
21	COMPIETED
1	COMPIETENESS
1	COMPIETES
2	COMPIETTING
3	COMPIETTION
2	COMPIPIENTARY
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22	COMPIPICTIONS
2	COMPIPIACTION
1	COMPIPIEUTIVELY
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2	COMPIPIAINER
2	COMPIPIAINERS
1	COMPIPIAINERS/CANTONS
4	COMPIPIAINS
3	COMPIPIAINTS
9	COMPIPIIGATION

CONTINUED  
CONTROL  
CONTROLLED  
CONTROLLING

1 COINVERT  
1 COORDINATE  
3 COORDINATION  
26 COPIES  
48 COPY

1 COPY-FURNISHED  
4 CUPHER  
11 CUPRECT  
9 CUPRECTED

5 CORRECTIVE  
1 CORRECTLY  
9 CORRESPONDENCE  
2 CORRESPONDING  
2 COUNT

1 COURIER  
1 COURSE  
1 COURTS-MARTIAL  
1 COVERED  
1 CULPING

1 CU  
18 CURRENT  
1 CURRENTLY  
7 CYCLE  
1 1-73

214 DA  
1 DAILY  
10 DATA  
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1 DATING  
9 DAY  
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1 DAYS  
5 DAYS

1 DEAR  
11 DEC  
2 DECISION  
1 DEFINITION  
3 DELETED

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1	DELIVERED
1	DEPTAL
1	DEPARTS
1	DEPLENT
2	DEPLEMENTS
4	DERENDING
1	DESCRIBE
1	DESCRIBED
2	DESCRIPTION
4	DESEFTER
1	DESEPTION
3	DESIGNATED
1	DESIGNATION
1	DESIGNABLE
1	DESIRE
5	DESK
3	DESTROYED
1	DETAILS
1	DETECT
1	DETERMINATION
24	DETERMINE
5	DETERMINED
2	DETERMINING
1	DEVELOPED
1	DIAGONAL
13	DICTIONARY
3	DIAP.
1	DIGHT
1	DIFFERENCES
4	DIFFERENCE
2	DIGITS
1	DIRECTIVE
4	DIRECTIVES
8	DIRECTLY
1	DIRECTLY
1	DISC
1	DISCUSSED
1	DISCUSSION
1	DISPATCH
2	DISPATCH
2	DISPOSE
1	DISPOSED
20	DISPOSITION
1	DISTR



# DISTRIBUTED

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1	EXPLAIN
1	EXPLAINS
1	EXTENSION
1	EXTENT
2	EXTRA
2	EXTRACT
1	EXTRACTED
1	EXTRACTING
1	EXTRACTS
1	EXTREME
1	EXTREMELY
1	FACED
1	FACILITIES
1	FACILITY
1	FACT
2	FAIL
1	FALLS
3	FAP
8	FAVORABLE
1	FLG
1	FLIGHT
2	FLICK
6	FIFTH
67	FIGURE
12	FIGURES
51	FILE
8	FILED
42	FILES
5	FILING
12	FISCAL
2	FLAT
9	FLU
1	FLOID
22	FLOID
1	FISCAL
4	FIVE
2	FOLDER
1	FOLDERS
12	FOLLOW
1	FOLLOW-UP
7	FOLLOWED
9	FOLLOWING
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JOB LANGUAGE PERFORMANCE REQUIREMENTS FOR MOS 75B  
PERSONNEL ADMINISTRATIO. (U) DEFENSE LANGUAGE INST  
LACKLAND AFB TX ENGLISH LANGUAGE CENTER. 22 MAY 79

272

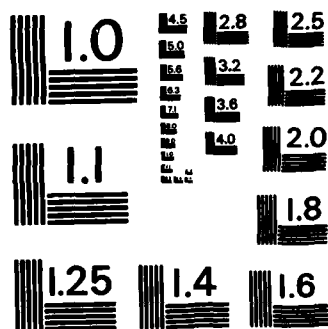
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MICROCOPY RESOLUTION TEST CHART  
NATIONAL BUREAU OF STANDARDS-1963-A

103	FUP
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2	FUFAT
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27	PAS
42	RAVE
1	HAVING
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5	READING
2	HEADINGS
7	HEADQUARTERS
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3	HIS/HER
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52	PER SIGNAL
1	PER SIGNAL

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1 PICKED  
1 PICK/  
1 PICK/GREEN

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2 PUNTS  
1 PUNTS  
2 POLICIES  
1 PUNITION

1 POSITION  
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1 POSITIONING  
1 POSITIONS

3 POSSIBLE  
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5 FUSTING  
1 FUELIC

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3	PUBLICATION
18	PUBLICATIONS
2	PUBLISHED
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1	READY
8	READY
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1	REASSIGNMENT
1	RECALL
6	RECEIPT
2	RECLIVE
2	RECEIVED
9	RECEIVING
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1	RECOMMENDATION
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21	REFERENCES
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1	RESUMIT
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1	RESUPPLY
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4	RETENTION
5	RETURN
1	RETURNS
1	REVERSE
11	REVIEW
1	REVIEWED
1	REVISED
1	REVOCATION
1	REVOKED
1	REVENING
6	RIGHT
1	RISK
3	RULES
1	RUM
2	RUSTER
1	RUTC
1	ROUTED
1	RUNNING
1	RURER
2	RULE
5	RULES
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1	SALUTATION
23	SAME
16	SCUDU
25	SECTION
5	SECURITY
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2	SELECT
6	SELECTED
2	SELD
1	SENDER
1	SENSE
1	SENSED
1	SENSING

3 SET  
3 SENTENCE  
1 SEPARATE  
1 SEPARATELY

3 SEQUENCE  
12 SERIES  
1 SERIOUS  
1 SERVES  
1 SERVICE

2 SERVICES  
5 SERVING  
2 SERVING  
3 SET  
1 SETTING

1 SEVENTH  
1 SEVERAL  
8 SIN  
1 SINE  
72 SIPPERS

2 SIGN  
16 SIGNATURE  
1 SIGNED  
2 SIGHTING  
1 SIGNS

2 SIMPLY  
1 SINCE  
1 SINCERELY  
3 SINGLE  
2 SINGLE-ADDRESS

1 SITUATION  
1 SIR  
11 SU  
1 SOCIAL  
27 SQUIRREL

42 SOLDIER'S  
5 SOLDIERS  
2 SUIVE  
1 SOMEONE  
1 SUPERTIMES

1 SUPERMART  
1 SUPHEAL  
5 SUPN  
14 SUP  
12 SUPPICE

4	SUPPLIES
2	SUPPLIER
1	SUPPLIERS
2	SUP
1	<del>SUP</del>
1	SUSACCEUNT
11	SUSCOURSE
1	SUSDIVISION
1	SUSDIVISIONS
15	SUSJECT
1	SUSJECTS
1	SUSMISSION
1	SUSMIT
6	SUSMITTED
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2	SUSPARAGRAPHS
1	SUSSECTION
4	SUSSEQUENT
1	SUSSEQUENTLY
1	SUSSEEDING
8	SUSPH
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1	SUSP-USED
1	SUSPENDED
1	SUSPENSES
13	SUSPENSOR
1	SUPERVISOR'S
2	SUPPLIES
2	SUPPLY
4	SUPPLY
6	SUPPOTED
1	SUPPOTING
1	SUPSP
17	SUSE
15	SUSENSE
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20	SUSPENSE
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12	SUSTEN
1	SYSTEM-GENERAL
1	SYSTEMS
1	T&C
6	TARLF
1	TARLES
1	TACHED



1 TAFES  
1 TAKE  
1 TAKER  
1 TALT  
44 TASK

7 TASKS  
37 TEC

7 TECHNICAL  
5 TELECOMMUNICATIONS  
1 TELEGRAM

2 TELL  
1 TELLS  
1 TEL'S  
1 TELUPE  
1 TELUAVIS

1 TERMINOLOGY  
5 TEXT  
1 TEXTBOOK  
25 TIE  
1 TIMELY

2 TIMES  
2 TIME  
2 TIM'S  
2 TITLE  
1 TITLED

2 TITLES  
362 TL  
1 TUPAVIS  
3 TOR  
11 TLP

1 TONIC  
2 TOTAL  
1 TOTALLY  
4 TUSH  
77 TYPE

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CASE	1	RATIONS	1	READ	1	REASSIGNED	1
CLASSIFICATION	1	RECOMMEND	1	RECOMMENDATION	1	RECORDED	1
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REGARDING	1	REGULAR	1	RELATED	1	RELEASE	1
REPAIRING	1	REFINER	1	REPEAT	1	REPORTABLE	1
REPRESENTATIVES	1	<del>REPRESENTATIVE</del>	1	REQUIRE	1	REQUISITIONING	1
RESC	1	RESCINDED	1	RESEMBLES	1	RESERVED	1
RESOLUTION	1	RESOLVING	1	RESOURCES	1	RESUMIT	1
RESULT	1	RESUPPLY	1	RETURNS	1	REVERSE	1
REVISED	1	REVISED	1	REVOCATION	1	REVOKED	1
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RUINING	1	TAFES	1	TANT	1	TELEGRAM	1
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RUINING	1	YES	1	WISH	1	WESTFRANCIS	1
RUINING	1	YIELD	1	ZATIONAL	1	ZONE	1



**HEADQUARTERS**

DATA CONTROL NUMBER

JOS NO / PROJECT NO

**UNITED STATES ARMY TRAINING AND DOCTRINE COMMAND**

**FORT MONROE, VIRGINIA 23651**

**WCA**

**Sgtc**

NOV 18 1990

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3	PREPARE	56,1	20,1											
3	PREPARED	67,1												
3	PREPRINTED	40,1												
3	PROPTLY	60,1												
3	PUBLISHED	83,1	67,1											
3	PUGLAR	109,1												
3	RELATED	122,1												
3	RELEASE	3,1												
3	RESERVE	1,1	4,1	6,1										
3	RESOLVED	10,1	38,2											
3	RESULT	114,1												
3	RETURN	56,1	113,1	84,1	94,1	89,1								
3	SECURITY	113,1	107,1	105,1	56,2									
3	SPACE	61,2	72,1	53,2	7,2									
3	SPACING	13,1	54,1	45,1										
3	STATION	103,1	96,1	79,1										
3	STRENGTH	122,1	106,2	87,1	86,10	83,1								
3	SUBCOURSE	2,1	1,2	5,1	20,1	15,2	110,1	97,1	90,1	25,1				
3	SUBDIVISION	44,1												
3	SUBSEQUENT	71,2	70,1	12,1										
3	SUBSEQUENTLY	105,1												
3	SUCCESSING	8,1												
3	SUPPORTING	1,1												
3	TEXTBOOK	73,1												

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3	THRU	105	101,1	98,1	24,2	36,1	11,1	3,1	2,1	106,1	113,1
3	TRANSFER	101,1									
3	TRANSFER	105,1	75,1	1,1							
3	UNIT/ACTIVITY	58,2									
3	VERTICAL	1,1									
3	WHICHEVER	75,1	68,3	67,3	6,1	1,5	5,5	4,3	2,3		
3	WIDELY	42,1	45,1								
4	WISDOM	2,1	106,1	105,1	101,1	97,1	3,1				
4	ACCOUNTABILITY	37,1									
4	ADDITION	106,1									
4	ADDITIONAL	2,2	1,1	67,1	46,1	24,3	7,1	122,1	73,1		
4	ADEQUATE	58,1									
4	ADJUSTMENT	86,1									
4	ADMINISTRATIVE	65,1	58,1	42,1	15,1	14,1					
4	ADMINISTRATOR	69,1									
4	ADVANCEMENT	113,1									
4	AGENCY	60,1	49,1	64,1							
4	AGREEMENTS	64,1									
4	ALLOWANCES	1,1									
4	AND/OR	58,2	56,1	48,2							
4	APPEAR	50,1	3,1	113,1	77,1						
4	APPLICABLE	1,2	68,4	67,4	9,2						
4	APPLY	82,1	67,1	29,1	13,1						
4	APPROXIMATELY	2,1	7,2								
4	ASCERTAIN	3,1									
4	ASSEMBLY	65,1	2,1								
4	ASSIGNMENT	96,1									
4	ASSIGNMENT/REASSIGNMENT	90,1									
4	ASSISTANCE	96,1									
4	BASED	2,3	1,3	105,1	98,1	77,1	70,1	40,1	58,3	16,2	3,1
4	BE	105,1									
4	BREAKDOWN	119,1									
4	CAUSE	122,1	101,1								
4	CAMPUS	3,2	106,1								
4	CHARGE	106,1	6,1								
4	CLASS	56,1									
4	COLUMN	38,1	1,6	96,4	92,1	91,2	89,2	54,3			
4	CLIMBING	2,1									
4	COMMUNICATION	45,1	52,1								
4	COMPARE	77,1									
4	COMPLETE	2,1	1,1	53,1	12,1	7,1	4,1	103,2	101,1	96,1	94,1
4	COMPLETENESS	60,3	119,1	113,2	110,2	109,1				89,1	79,3
4	CONJUNCTION	67,1									68,1
4	CONSIST	95,1	97,1								
4	CONSTANT	82,1									
4	CONTAIN	1,1	52,1	49,2	45,1	42,1	71,1	68,1	55,1		
4	CONTAINER	9,1	87,1								
4	CONTAINERS/CARTONS	5,1									
4	CONVERT	3,1									

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UNIT/SECTION	77,6	82,1	81,2	79,2	78,1	100,3	98,1	87,3	86,2	84,1	106,2	113,5
4 UNUSED	109,3	122,2	120,1	105,2	94,1	89,1	90,5	96,1				
4 UPPER	60,3											
4 USUALLY	96,1											
4 VARY	63,1	1,1										
4 VOLUME	84,1											
4 WARRANT	1,1											
4 WELL-ORGANIZED	88,1	87,1										
4 WRITER	68,1											
5 ACCOMPLISHED	46,1	3,1										
5 ACROSS	77,1											
5 ADMINISTRATION	1,1											
5 APOSTROPHE	118,1	114,1	101,1	96,1	91,1							
5 APPLIES	83,2											
5 BENEFICIAL	3,1	1,1										
5 CALENDAR	78,1											
5 CIVIL	75,1	96,1										
5 CIVILIAN	3,1											
5 COLON	3,1	99,1	49,2	106,1								
5 COMBAT	1,1											
5 COMMAND	1,1											
5 COMMANDS	60,1	2,1	113,1	109,1								
5 COMPLIMENTARY	113,1											
5 CONSULT	14,1	13,1										
5 CONTACT	3,1											
5 COURIER	3,1											
5 COURSE	2,1											
5 DATE	114,1											
5 DAY	1,4											
5 DELIVERED	87,4	3,6	2,1	12,1	11,1	8,4	7,6	103,2	101,1	96,6	51,1	88,1
5 DENTAL	12,2	83,3	82,1	81,1	63,2	60,2	54,1	50,1	29,1	113,1	109,5	
5 DESIRABLE	55,1	3,4	114,1	87,1	83,1							
5 DESIRED	55,1											
5 DIAGONAL	119,1											
5 DIRECTLY	93,1											
5 EXTRA	113,1	99,1	78,1	63,1	1,4							
5 HAPPENIS	73,1	66,2										
5 HORIZONTAL	63,1											
5 HYPHEN	83,1											
5 HYPHENATE	83,1											
5 JULIAN	48,1											
5 JUSTICE	3,2	2,1										
5 KID	2,1	3,2										
5 LABEL	106,1											
5 LEAD	67,2											
5 LEAVE	60,1											
	12,1	8,1	7,1	3,2	101,1	98,1	97,5	96,6	94,7	88,1	83,3	110,2
	109,1											



**\$ WORD LIST BY PAGE**

5	LIEU	89,1	
5	LOGIC	4,1	
5	MAJOR	109,1	67,1
5	MAJORS	3,1	2,1
5	OFFIC	122,1	120,1
5	OUTSIDE	67,1	52,1
5	PACKED	5,1	
5	RAILWAYS	113,1	
5	RECIPT	75,1	
5	REGARDING	102,1	
5	REVERSE	13,1	
5	RUTC	1,1	
5	SALUTATION	13,1	
5	SENTENCE	48,1	
5	SIMPLY	92,1	83,1
5	SINCERELY	14,1	
5	SINGLE-ADDRESS	1,1	2,2
5	SPECIFIC	92,2	30,1
5	SPELLING	30,1	16,1
5	SUPPLIES	120,1	91,1
5	SUPPLY	58,2	
5	UNFAMILIAR	49,1	13,1
5	VIA	97,1	82,1
5	XEROX	103,2	

## APPENDIX 8

### ENGLISH LANGUAGE STRUCTURES AND LEXICON

The following list is included as an addition to the structural and lexical list. These structures and lexical items are very basic.  
(See Section II for discussion.)

## LIST OF LEXICAL AND STRUCTURAL ITEMS FOR ENGLISH LANGUAGE STRUCTURES

### Sentences:

- |                  |                         |
|------------------|-------------------------|
| A. Declarative   | statement               |
| B. Interrogative | question                |
|                  | 1. wh- questions        |
|                  | 2. tag questions        |
|                  | 3. yes/no questions     |
| C. Imperative    | command, polite request |
| D. Exclamatory   | exclamation             |

### Sentence Complexity:

- |                     |   |
|---------------------|---|
| A. Simple           | one full subject and predicate                                    |
| B. Compound         | two or more independent clauses joined by:                        |
|                     | 1. punctuation  |
|                     | 2. punctuation and conjunctive adverb                             |
|                     | 3. coordinate conjunction   |
| C. Complex          | one or more dependent clauses and an independent clause           |
| D. Compound-Complex | two or more independent clauses and one or more dependent clauses |

### Verbs:

- |                            |   |
|----------------------------|---|
| A. Concord                 | subject-verb agreement  |
| B. Transitive              | takes an object   |
| C. Intransitive            | doesn't take an object  |
| D. Copula                  | to be   |
| E. Linking                 | connectors  |
| F. Auxiliaries of tense    | will, do, did   |
| G. Auxiliaries of modality | should, ought to, must to, have to, have got to, able to, can, may, might, could, would |
| H. Tense                   | present, past   |
| I. Aspect                  | perfect, progressive  |

### Verbal Forms:

- |                       |               |
|-----------------------|---------------|
| A. Present Participle | active voice  |
| B. Past Participle    | passive voice |

### Voice:

- |                        |                            |
|------------------------|----------------------------|
| A. Active              | subject does action        |
| B. Passive             | subject does not do action |
| 1. agent expressed     |                            |
| 2. agent not expressed |                            |

**Nouns:**

A. Singular	man, pen
B. Plural	men, pens
C. Count	chairs
D. Mass	flour
E. Possessive	soldier's
F. Collective	fish

**Adjectives:**

A. Predicative	The tank is green.
B. Attributive	The green tank is moving.
C. Degrees of comparison	
1. regular	big, bigger
2. irregular	worse, worst
D. Ordinal/Cardinal Numbers	first, one

**Adverbs:**

A. Time/Frequency	immediately, today, ago
B. Place/Position	here, there, everywhere
C. Manner	maybe, possibly
D. Negative	no, never
E. Comparison of	nearest, harder
F. Degree	thoroughly, completely

**Articles:**

A. Definite	a, the
B. Indefinite	any, some

**Pronouns:**

A. Personal	you
B. Demonstrative	that
C. Indefinite	anybody, both, each
D. Reflexive	himself, yourself
E. Cases of	I, me, my, mine
F. Relative	who, whom, whose
G. Interrogative	who, which, what

**Conjunctions:**

A. Coordinating	and, but, or, nor
B. Subordinating	because, if, as, that, after
C. Correlative	either, or
D. Conjunctive adverb	therefore, furthermore

**Prepositions:**

**A. Simple**

- |                                  |            |
|----------------------------------|------------|
| 1. place                         | on, in     |
| 2. time                          | in, at, on |
| 3. direction/motion              | to         |
| 4. manner/agent/<br>instrument   | by, with   |
| 5. measurement/<br>number amount | of         |

**B. Compound:**

according to, because of, by means

**Vocabulary:**

words from 1100 through 2400 -  
Elementary and Intermediate Phase of General  
English materials

**Special Expressions/Idioms**

"knock it off" "can it, buddy"

**Verb Combinations**

two word verbs